

PREKINDERGARTEN STANDARDS AND LEARNING ACTIVITIES

Strand: Number Sense and Operations

NUMBER SENSE

PK.NSO-N.1. Use one-to-one correspondence.

Examples: Student sees 4 children at a table and gives each child 1 cup. Student touches each doll as she counts how many are in the cradle.

PK.NSO-N.2. Count with understanding to at least 10.

Examples: Student counts 10 blocks, pointing to each as he counts and then says, "I have 10 blocks!" Student chooses and counts 7 beads to put on necklace.

PK.NSO-N.3. Use numbers to tell how many (number quantity).

Examples: Student says, "I broke my cookie into 4 pieces." Student takes attendance and says, "There are 10 boys and 9 girls."

PK.NSO-N.4. Use numbers and counting as a means to solve problems, predict, and measure quantities.

Examples: Student says, "5 cups" when asked to predict how many cups it will take to fill the bucket. Student says, "Only 4 kids can ride tricycles now because that's all there are."

PK.NSO-N.5. Recognize and name numerals up to 10.

Examples: Student points to each number on the toy clock while counting aloud. Student points to sign and says, "See, only 4 kids can be at the water table."

PK.NSO-N.6. Quickly recognize quantity of small groups of objects up to 4.

Examples: Student sees 3 bear counters and says, "There are 3 of them" without having to count them. While getting ready to paint at the easel, student asks, "Why are there only 3 paint colors today? We always have 4!"

PK.NSO-N.7. Construct sets of a given number using concrete objects.

Examples: Student counts 6 blocks to match the numeral 6. Student plays a game of dominoes with a friend, lining up sides with the same number of dots to each other.

PK.NSO-N.8. Use ordinal numbers and positional words in everyday activities.

Examples: Student looks at picture schedule and describes what comes first, second, and third. Student arranges objects in order (seriate) from small to large.

COMPUTATION AND OPERATIONS

PK.NSO-C.9. Demonstrate the idea of adding and subtracting by using concrete objects.

Examples: While playing "Bears in a Cave," student says, "I see 2 bears, so one must be hiding." Student arranges 3 teddy bear counters in a block construction and then gets 1 more, saying, "Now I have 4."

Strand: Patterns, Relations, and Algebra

PK.PRA.1. Sort and classify objects by more than one attribute – color, shape, size, number, etc.

Examples: Student sorts play dough cookies by size, color, or shape. Student sorts a collection of buttons into those with 1–4 holes.

PK.PRA.2. Recognize, describe, and copy simple patterns.

Examples: Student joins the teacher in a clapping pattern (e.g., slap the knees, slap the knees, clap hands; slap the knees, slap the knees, clap hands). Student uses a stomp to repeat a pattern.

Strand: Geometry

PK.G.1. Describe, name, and interpret distance and position in space; understand and use positional words.

Examples: Student turns Lotto game board so player sitting opposite can see it right side up. Frustrated, student says, "I can't reach the ball; it's too high." Student decides where another student sits relative to self (in front, behind, to the left or right).

PK.G.2. Recognize, name, and describe simple two- and three-dimensional shapes.

Examples: Student says, "This is a triangle. See, it has three sides." Student says, "You need balls of snow to make a snowman."

PK.G.3. Match, sort, and classify shapes.

Examples: Student says, "These all go together because they have three sides." When cleaning up blocks, student orders the different shapes on the shelf by matching them to the outlines on the shelf.

PK.G.4. Put together and take apart shapes to make new shapes.

Examples: Student makes a picture using a variety of pattern block shapes. Student puts a straw diagonally across a square and says, "Now I have triangles."

PK.G.5. Create shapes using concrete materials such as straws.

Examples: Student uses toothpicks to make rectangles of different sizes. Student puts a ball on top of a triangular block and says, "I'm eating an ice cream cone."

Strand: Measurement**PK.M.1.** Identify appropriate tools of measurement.

Examples: Student picks up a measuring cup and says, "We need to add 2 cups of water to the cake mix" in dramatic play. Student experiments using a balance scale to see how many wooden cubes make one side go all the way down.

PK.M.2. Make use of nonstandard and standard units for measurement to obtain information.

Examples: Student uses footsteps to measure the length of the hopscotch grid on the playground. Student looks at the clock and asks, "Is it time to go outside?"

PK.M.3. Show awareness of time concepts and sequence.

Examples: Student says, "After lunch we have read-aloud time." Student says, "We go home at 3 o'clock."

Strand: Data Analysis, Statistics, and Probability**PK.DASP.1.** Graph real objects or pictures of objects (no more than three) as a way to organize information.

Examples: Student helps to make a graph (using actual shoes) showing how many children have sneakers with Velcro and how many have laces. Student places cutouts of a hamster next to his favorite name for his new classroom pet.

PK.DASP.2. Describe and analyze information from graphs.

Examples: Student says, "More kids like oranges than bananas" after looking at the tally marks next to the pictures of an orange and a banana. Student says, "There are more boys than girls here today" after looking at the attendance graph.